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ABSTRACT

The focus of this paper is on improving the measurement of test anxiety. Background information is given about the role of motivation and the importance of testing. The present research is directed at developing a shorter, more reliable and valid measure of test anxiety, thus furthering the predictive, diagnostic, and test program uses of test anxiety with students of different sociocultural backgrounds. Twelve items from the relaxed Test Anxiety Scale for Children (TASC) were administered to 6300 students in grades 4, 8, and 11 in a statewide achievement survey. Statewide and local district results suggest a new 7-item relaxed form of the TASC that can be used to measure negative test motivation. Implications of the development of shorter, reliable, and valid motivational scales are discussed as they pertain to statewide and district testing and to diagnosis by teachers and other school personnel. (Author/GK)

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Development of a Shorter, More Reliable, and More Valid Measure of Test Motivation

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This study seeks to improve measurement of test anxiety, one of the most important motivational predictors of student test performance. Twelve items from the relaxed Test Anxiety Scale were administered to 6300 students in grades 4, 8, and 11 in the 1978 State of Illinois achievement survey. A seven-item subscale was identified which increased the Cronbach alpha reliability coefficient from .45 to .70 as well as enhancing validity coefficients with achievement tests. The shorter, more reliable, and more predictive scale can be used to assess, diagnose, and eventually eliminate negative motivational test bias for students of all sociocultural backgrounds in district, state, and national testing programs.

The replication/validation of these same seven items from the 30-item nervous and relaxed form of the Test Anxiety Scale for Children at the local district level provided further evidence of the high reliability of this scale. Moreover, we suggest that seven items from the school district data which were not tested at the state level could be added to the seven items to form a suggested 14-item scale which may prove to be an even more powerful but still fairly short measure of test motivation.

Development of a Shorter, More Reliable, and

More Valid Measure of Test Motivation

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The focus of this paper and our present research is directed at improving the measurement of test anxiety, one of the most important motivational predictor of test performance among students in the elementary through high school grades. Earlier research has revealed increasingly strong interfering effects of negative motivational variables such as test anxiety on school and achievement test performance across the school years (see Hill & Sarason, 1966; Ruebush, 1963). Ongoing research indicates that the interfering effects of negative motivation on (achievement) test performance are particularly strong for low income/minority and other highly test anxious children (Hill, in press). These students often become anxious and do not perform well under test pressure and have difficulty showing what they have learned in standard achievement test situations. Such motivational test bias operates in any highly evaluative educational situation and represents an important source of bias with much current standardized testing. Recent experimental and field research, however, has suggested ways of preparing children for and giving achievement tests which minimize such negative motivational test bias and optimize test performance (Hill, 1972, 1977, in press). In order to develop teaching and testing programs that eliminate motivational test bias in educational testing, it becomes important to increase the accuracy and efficiency with which we measure negative test motivation.

Before we address the measurement of the test anxiety, we will first give some background to the role of motivation and the importance of testing, respectively. Children's performance on achievement and other school-related tests is strongly influenced by motivational and other test-taking factors according to some of the recent findings (Fyans, Note 1; Hill, 1977, in press; Linn & Harnisch, Note 6; Maehr, Note 7; Atkinson, in press). Results from the Hill and Sarason (1966) study indicate that by the end of the elementary school grades, high anxious children, when compared to low test anxious children, are over two years behind in reading and arithmetic basic skills test performance. The results of Zigler, Abelson, and Seitz (1973) and Hill (Note 4) indicate that motivational test bias will cause many children to perform well below their optimal level of performance in the test situation. As a result of such strong negative motivational dynamics operating under standard testing procedures, children's test scores may be invalidated if our interest is in what the children have learned as compared to whether the children are able to demonstrate what he/she has learned under standard testing pressure.

The interest in the assessment of school achievement appears to be increasing as more states every year are moving toward minimum competency testing legislation. The present high interest by the public has moved the assessment of achievement into the center stage. As a result of this concern, the performance of a student on standardized tests has become more of an indicator of his or her educational progress and future than ever before.

Meanwhile, testing companies are increasing their own evaluations of their procedures as the public places greater reliance on their measurement and assessment services. Additionally, laws have been passed in two states (New York and California) and probably more will follow forcing test companies

to disclose their previously used test items and correct answers. Cronbach (1975) has noted that criticism of present testing practices (see for example, Houts, 1977; National School Boards Association, 1977; Quinto & McKenna, 1977) is not new, but is becoming more harsh and, as noted above, the state and national legislatures along with the general public have all been involved.

Amidst the emotion filled atmosphere where discussion of assessment have taken place Hill (in press) has described this scene as one which often has "led to the creation of more heat than light." However, several suggestions from these discussions seem clear. One suggestion is that testing demands go beyond current measurement capabilities. That is, the best published tests are not perfect assessment instruments. Error variance, in many cases, is greater than variance accounted for by the variables we are able to describe and measure as influencing children's performance on achievement tests (Glass, Note 3). Thus, at present there is a great need for research that will contribute to a better understanding of factors (such as motivation) that influences children's achievement patterns and to design and development of more reliable instruments and valid measures for each of these factors.

The present research reported in this paper was directed at developing a shorter, more reliable and valid measure of test anxiety thus furthering the predictive, diagnostic, and test program uses of test anxiety with students of different sociocultural backgrounds. Although a large number of studies have had successful results with the use of the 30-item Test Anxiety Scale for Children (TASC) developed by Sarason and his colleagues (see Sarason, Hill, & Zimbardo, 1964), the scale has not been subjected to extensive internal analysis of each item's corrected correlation with the total score

for the scale. Both a nervous (Do you worry a lot while you are taking a test?) and a relaxed (Do you feel relaxed before you take a test?) form of the TASC are available with predominant use beirg made of the nervous form (see Feld & Lewis, 1969; Fyans, Note 2; Hill, Note 5).

The recent renewed emphasis on achievement testing and the introduction of new evaluation programs such as minimal competency testing should make motivational test bias an even stronger factor in the assessment of students' achievement. As the consequences of doing poorly or failing a test become more serious (not being promoted, not graduating, etc.) and as more public pressure is exerted for more testing programs, negative motivational dynamics should become stronger. Such test bias should be strongest for students who do not perform well on standardized tests as now given and who suffer the consequences of test failure the most--the anxious, often low income/minority students. It becomes increasingly important to identify and measure more reliably test anxiety as well as to develop new testing programs which minimize motivational error and new educational programs teaching students how to cope with test pressure.

Methods

Twelve items from the 30-item form of the relaxed TASC were administered with the 1978 Illinois Inventory of Educational Progress (IIEP), a statewide survey of achievement of some 6300 students in grades 4, 8, and 11 carried out by the Illinois State Board of Education. This 12-item relaxed TASC was examined for its reliability coefficient (Cronbach's alpha) and for detection of items correlating low or even negatively with the total score at each of the grades. Alpha for any length measurement method is defined as follows:

$$\text{alpha} = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k} S_i^2}{S_T^2}\right)$$

where $i = 1, 2, \ldots k$ items

S_i^2 = the variance of the measuring instrument item i

S_T^2 = the variance of the sum over k items

As shown in the above equation, the size of Cronbach's alpha is a function of both the average correlation among items (the internal consistency) and the number of items. Furthermore, coefficient alpha sets an upper limit to the reliability of tests or scales constructed in terms of the domain-sampling model. When alpha appears to be low, either the scale (or test) is too short or the items have very little in common. Thus, Cronbach's alpha is a basic formula for determining the estimate or reliability based on internal consistency.

Reliability coefficients were also computed with a subset of 7-items from the 12-item scale, which, as will be seen shortly, showed greater internal consistency. Correlations of both scores (resulting from the sum of the 12-item and the revised subset of 7-items) with achievement variables were examined to determine the increase in predictive validity.

In addition to the statewide random survey, two cooperating schools within one district administered the 30-item form of both nervous and relaxed forms. Reliability coefficients were computed for the 30-item nervous TASC, 30-item relaxed TASC, 12-parallel items on the nervous TASC form that were administered in the state sample and the same 12 relaxed items from the 30-item relaxed TASC.

Population Sample

As noted, the major source of data was the Illinois State Board of Education's 1978 statewide survey of educational achievement of Illinois students. The Illinois survey of some 6300 students is from a random sample of approximately 110 schools at each of the 4th, 8th, and 11th grade levels. At each of the attendance centers, between 18-22 students are randomly selected for the grade level being tested at the school. This gives an approximate statewide sample of 2100 students per grade level spread evenly across the elementary (4th), junior high (8th), and high school (11th) grades being tested. The survey provides a large sample of white (5000), black (652) and other minority students (606)--mostly Hispanic, Oriental and American Indian--from low and middle income backgrounds from the elementary through high school years. The actual sample size of all 4th, 8th, and 11th grade children in the 1978 state sample are 2094, 2055, and 2109 respectively.

The school district data represents the student population of two elementary schools in Urbana, Illinois, which have a broad balance of ethnic and socioeconomic groups. The schools draw from four major residential areas in the city and reflect Urbana's general population closely. Based on the most recent census information, 30% of the present 716 students come from low income backgrounds and 70% from middle or upper middle income backgrounds. Just under 80% of the students are white and just over 20% are minority, mostly (86%) black. Of the white students, 20% are low income (about half from a trailer court area), and 80% are middle or upper middle income. About 75% of the minority students are low income, and most of the rest are middle income with several upper-middle income. The sample from grade 1 through 6 from each of the two schools which possess the above characteristics was 294 and 422 respectively.

Results

Statewide survey. The corrected item-total correlations from the Illinois Statewide Survey for the 12-item relaxed TASC are shown in Table 1. The 12 items are listed in descending order of their mean corrected item-total correlation for the three grades in the sample.

The first seven items show correlations of .25 or greater at each of the three grade levels of approximately 2100 students each and comprise the shorter revised scale. Some of these seven correlations are consistent across the grade levels while others show an increase at the upper grade levels. The remaining five items have correlations less than .25 and show a negative relationship with the total score at the higher grade levels. The reliability coefficient (Cronbach's alpha) for the full 12-item form of the relaxed test anxiety is .47, .44, and .51 for grades 4, 8, and 11 respectively. For the seven items included in the revised scale, the reliability coefficient is .64, .66, and .71 for each respective grade. The validity coefficients between the seven items scale and the math and reading scores show modest gains across the three grade levels when compared with the 12-item validity coefficients.

A further evaluation of the reliability of the 12-item relaxed TASC was conducted at each grade by splitting the group based on geographic region, sex, and ethnicity. The reliability analysis (Cronbach's alpha) results from dividing the sample into smaller groups are shown in Table 2. Appreciable gains are made in moving from the 12-item to the 7-item relaxed TASC as observed from the difference in the reliability coefficient with each of the groups for each of the grades in the study. Again, reliability increases with age. Similarly, modest gains are observed for the validity coefficients with the 7-item as compared to the 12-item.

Such statewide results at the three grades (4, 8, and 11) across the public school years are quite generalizable and suggest a new 7-item relaxed form of the TASC that can be used to measure negative test motivation. We now turn to our second data source with two major goals in mind. Our first goal is to replicate the state results with the 12-items chosen from the 30-item nervous and 30-item relaxed form with 716 children in grades 1-6 at the two cooperating elementary schools. (See Appendix A and B for a copy of the nervous and relaxed form respectively). Our second goal is to see which of the other 18 items not included with the state sample have high corrected item-total correlations suggesting their inclusion in a powerful intermediate-length scale for future testing and research purposes.

School One sample. The results from School One, in which the nervous form was given two months before the relaxed form, with the corrected item total correlations on both the nervous and relaxed form with the 30-item and 12-item scales are shown in Table 3. Items number 1, 19, 20, 21, 25, 28, and 29 on the long form are the same seven items that were selected from the analysis on the state data. Evaluation of the corrected item-total correlations for these seven items on the 30-item nervous and relaxed form have a range of correlations from .39 to .58 and .44 to .55, respectively. Similarly, on the 12-item scale their range of correlations are .40 to .60 and .39 to .57 for the nervous and relaxed form respectively. The range of corrected item-total correlations of the seven items on the 12-item relaxed form are appreciably higher than the similar correlations at the state level suggesting that the conditions of the administration of the IIEP may be somewhat less structured than the normal standardized testing procedures at the district level. The sample of children in a single school would also be more

homogeneous than a random statewide sample from 300 schools. On the other hand, the 12 items being a subset of the 30 items may affect the children's reporting of their anxiety. Additional research is needed at the district level with both the 12-item nervous and relaxed form. The reliability coefficients of the 30-item and 12-item scales on both the nervous and relaxed forms were .89, .82, .84, and .78 respectively. Evaluation of the reliability coefficients at School One indicates that the reliability coefficient of .78 on the 12-item relaxed form is appreciably higher than that found when only the 12-item scale is administered at the state level and is quite high.

It can be seen in Table 3 that only one additional item from the 12-item relaxed scale would have shown enough internal consistency to be added to the 7-item subscale when the 12 items are included in the full 30-item scale. All of the seven items reported earlier had corrected item-total correlations of .39 or greater. Item 27 would be included based on the School One data since its corrected item total correlation is .48. Investigation of this item (Do you wish a lot of times that you didn't worry so much about tests?) reveals a very awkward sentence structure (a double negative in terms of the relaxed scale) thus requiring a greater amount of attention than previous items in this group of 12-items.

School Two sample. In the second school, the nervous and relaxed forms of the scale were given in the four possible combinations to four different groups of children randomly selected (nervous-nervous, nervous-relaxed, etc.). Only the first time of testing is of interest here with two of the groups receiving the nervous form and two the relaxed form. The results from School Two for the corrected item-total correlations on both the nervous and relaxed form of the 30-item and 12-item scales are shown in Table 4 for the two random

groups receiving nervous versus the relaxed form the first time. Correlations of the seven items (see Table 4) in the subscale from the state sample (Items 1, 19, 20, 21, 25, 28, and 29) remained high, having a corrected item-total correlations on the 30-item nervous form of .37 to .55 and .28 to .62 for the two groups respectively. The correlations of these 7-items on the 12-item nervous form also were high, ranging from .30 to .59 and .29 to .59 for the two groups respectively. For the 30-item relaxed form correlations for the 7-items ranged from .39 to .56 and .34 to .61 for the two groups respectively. Finally, the correlations for these items on the 12-item relaxed form ranged from .25 to .63 and .32 to .67 for the two groups respectively.

In summary, the corrected item total correlations for all seven items in the subscale from the state sample meet the criteria of having a corrected item total of .25 or greater in all of the above comparisons, nicely replicating the statewide sample results. In addition to the seven items, item 27 had corrected item total correlations of .25 or greater in all comparisons.

Turning to total scale reliability, the reliability coefficients of the 30-item scale on the nervous form are .88 for the two groups respectively. For these same two groups on the 12-item nervous scale, the reliability coefficients are .80 and .82 respectively. On the 30-item relaxed form the reliability coefficients are .80 and .83 for the two groups respectively. For these same two groups on the 12-item relaxed scale, the reliability coefficients are .74 and .77 respectively. Thus, all total scale reliability indices are high, with the nervous form somewhat higher than the relaxed form.

Such school results replicate the finding that the 7-item relaxed form of the TASC can be used to measure negative test motivation and extend results to the nervous form. The double negative, item 27, appears to have higher correlations with our school district sample than our state sample. We decided that this item when used in future research should be rewritten to read--"Are you relaxed a lot of times when you think about tests."

When starting with the 12-item scale of TASC it is clear that 7 items related strongly with the total scale score yielding a more reliable measure of negative test motivation. Furthermore, the revised selection of seven items from the 12-item or from the 30-item provide larger validity coefficients with test performance.

A second look at the corrected item-total correlations from the 30-item nervous and relaxed forms as found in Tables 3 and 4 from our school results reveals that additional items never considered in the state sample should be considered in future measurement of test anxiety. The items considered by the authors to provide additional understanding of test motivation all have corrected item total correlations of .30 on both forms for both schools. The items meeting the above criteria are 6, 7, 9, 10, 12, 15, 16, and 27. Since items 6 and 16 from the 30-item relaxed form are identical, only one need be included on the new suggested scale. Thus, the new suggested scale for future work would then contain 14 items as found in Appendix C.

Summary and Conclusion

Such statewide as well as local district results are quite generalizable and suggest a new 7-item relaxed form of the Test Anxiety Scale that can be used to measure negative test motivation. The replication/validation of these 7-items with local schools provides further evidence of the high reliability

of this scale. The results of this study are the strongest demonstration to date of a shorter, more reliable, and more predictive motivational scale.

Moreover, the authors feel that the suggested 14-item scale as found in Appendix C may provide an even more powerful but still fairly short measure of test motivation. Such a 14-item scale may prove to have more predictive power than the new 7-item scale and be more efficient than the present full 30-item scale. The predictive power, reliability, and validity of the 14-item scale is now under study. At present we would recommend the 7-item scale until results on the 14-item scale are more fully determined.

The successful development of such shorter, reliable, and valid motivational scales has enormous implications for statewide and district testing and for diagnosis by teachers and other school personnel. The revised scale can be used to (1) assess the strength and nature of negative motivation on test performance, (2) identify children for whom achievement motivation is underestimated by standard testing procedures, (3) diagnose children having test-taking problems who would benefit from educational programs teaching students how to cope with testing, and (4) help assess the effectiveness of new testing procedures and programs designed to eliminate motivational test bias. Thus, obtaining a measure of a student's test anxiety (in addition to the student's profile of achievement) should serve as a useful educational indicator in a variety of ways. Shorter, improved motivational measures not only can yield greater reliability and validity than existing scales but also are a more economic and efficient use of student's time, making it more likely to be adapted for use by school districts, state assessment programs, and standard testing programs that share our concern for the harmful effects of motivational test bias.

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Table 1

Corrected Item-Total Correlations for the Twelve-Item Relaxed Test Anxiety Scale for Children at Three Grades

Item Number	Test Anxiety Item	Grade 4 (N=2094)	Grade 8 (N=2055)	Grade 11 (N=2109)
	Items on Revised Scale			
28.	When the teacher says that s/he is going to give the class a test, do you feel relaxed and comfortable?	0.40	0.40	0.47
20.	Do you feel relaxed before you take a test?	0.25	0.35	0.42
21.	Do you feel relaxed while you are taking a test?	0.28	0.31	0.43
1.	Do you feel relaxed when the teacher says that s/he is going to ask you questions to find out how much you know?	0.31	0.29	0.34
25.	When the teacher says that s/he is going to give the class a test, do you usually feel that you will do good work?	0.30	0.32	0.36
29.	While you are taking a test, do you usually think you are doing good work?	0.29	0.25	0.29
19.	Do you like tests in school?	0.29	0.25	0.28
	Items not on Revised Scale			
26.	When you are taking a hard test, do you remember most things you knew very well before you started taking the test?	0.12	0.13	0.21
2.	Do you feel sure that you will be promoted to the next grade?	0.15	0.12	0.12
30.	While you are on your way to school, do you wish a lot of times that the teacher will give a test so you can show him/her how much you know?	0.18	0.08	0.04
22.	After you have taken a test, do you soon forget about the test and think about other things?	0.18	-.12	-.11
27.	Do you wish a lot of times that you didn't worry so much about tests?	0.18	-.32	-.35

Table 2

Comparison of Cronbach's Alpha at Three Grade Levels on the Twelve- and Seven-Item Relaxed Test Anxiety Scale for Children with Groups formed by Region, Sex, and Ethnicity

	Grade 4 (N=2094)		Grade 8 (N=2055)		Grade 11 (N=2109)	
	12-Item TASC	7-Item TASC	12-Item TASC	7-Item TASC	12-Item TASC	7-Item TASC
Region						
North	.41	.60	.41	.62	.50	.68
Northwest	.47	.63	.51	.71	.50	.70
Central West	.50	.65	.44	.65	.54	.72
Central East	.49	.63	.43	.66	.49	.73
South	.52	.63	.47	.69	.53	.71
Sex						
Males	.48	.64	.45	.65	.51	.70
Females	.47	.62	.42	.64	.50	.69
Ethnicity						
White	.51	.65	.46	.68	.50	.71
Black	.25	.47	.35	.56	.55	.66
Others	.31	.59	.44	.60	.56	.70

Table 3

Corrected Item Total Correlations for School One
on Nervous and Relaxed
30-Item and 12-Item Test Anxiety Scale for Children

Test Anxiety Item No.	Test Anxiety Form (No. of Items)			
	Nervous (30) (N=294)	Relaxed (30) (N=296)	Nervous (12) (N=294)	Relaxed (12) (N=296)
1	48	44	40	39
2	33	26	30	27
3	41	35		
4	33	34		
5	30	13		
6	41	44		
7	30	31		
8	43	30		
9	41	20		
10	30	32		
11	40	31		
12	47	46		
13	36	36		
14	38	16		
15	38	38		
16	48	46		
17	41	25		
18	44	27		
19	51	44	49	45
20	52	55	53	57
21	58	44	58	51
22	43	20	43	18
23	40	27		
24	49	21		
25	39	52	55	52
26	53	34	41	33
27	54	39	55	48
28	54	47	60	55
29	44	49	44	48
30	44	38	36	29

Table 4

Corrected Item-Total Correlations for School Two on Nervous and Relaxed 30-Item and 12-Item Test Anxiety Scale for Children

Test Anxiety Item No.	Groups				Groups			
	1	2	3	4	1	2	3	4
	N*(30) (N=103)	N(30) (N=106)	R**(30) (N=108)	R(30) (N=88)	N(12) (N=103)	N(12) (N=106)	R(12) (N=108)	R(12) (N=88)
1	37	28	39	34	30	29	35	32
2	21	25	27	13	23	17	25	14
3	35	36	30	24				
4	30	26	30	44				
5	30	7	21	21				
6	56	31	30	56				
7	37	44	42	37				
8	43	34	30	33				
9	23	47	5	12				
10	40	37	37	33				
11	35	39	24	37				
12	50	52	42	44				
13	36	46	10	26				
14	39	37	15	9				
15	43	55	50	35				
16	49	47	44	65				
17	55	38	7	19				
18	38	41	27	34				
19	51	62	45	48	55	67	47	57
20	47	57	49	63	48	57	50	62
21	55	53	38	61	57	58	50	65
22	44	44	3	1	46	45	-01	-05
23	23	38	38	21				
24	38	47	13	16				
25	52	52	47	57	59	59	48	60
26	44	38	22	34	40	36	29	33
27	61	60	52	49	55	55	63	67
28	47	58	56	58	55	54	63	67
29	49	52	31	37	52	53	25	32
30	37	41	31	25	18	35	27	19

* Nervous Form of TASC
**Relaxed Form of TASC

Appendix A
30-Item Nervous Form of TASC

NAME _____ DATE _____
First Last

Directions: Circle the letter which best describes your response for the following:

1. Do you worry when the teacher says that she is going to ask you questions to find how much you know?

   a. Yes
   b. No

2. Do you worry about being promoted to the next grade at the end of the year?

   a. Yes
   b. No

3. When the teacher asks you to get up in front of the class and read aloud, are you afraid that you are going to make some bad mistakes?

   a. Yes
   b. No

4. When the teacher says that she is going to call upon some boys and girls in the class to do arithmetic problems, do you hope that she will call upon someone else and not on you?

   a. Yes
   b. No

5. Do you sometimes dream at night that you are in school and cannot answer the teacher's questions?

   a. Yes
   b. No

6. When the teacher says that she is going to find out how much you have learned, does your heart begin to beat faster?

   a. Yes
   b. No

7. When the teacher is teaching you about arithmetic, do you feel that other children in the class understand her better than you?

   a. Yes
   b. No

8. When you are in bed at night, do you sometimes worry about how you are going to do in class the next day?

   a. Yes
   b. No

9. When the teacher asks you to write on the blackboard in front of the class, does the hand you write with sometimes shake a little?

   a. Yes
   b. No

10. When the teacher is teaching you about reading, do you feel other children in the class understand her better than you?

    a. Yes
    b. No

11. Do you think you worry more about school than other children?

    a. Yes
    b. No

12. When you are out of school and you are thinking about your arithmetic lesson for the next day, do you become afraid that you will get answers wrong when the teacher calls upon you?

    a. Yes
    b. No

13. If you are sick and miss school, do you worry that you will do more poorly in your schoolwork than other children when you return to school?

    a. Yes
    b. No

14. Do you sometimes dream at night that other boys and girls in your class can do things you cannot do?

    a. Yes
    b. No

15. When you are out of school and you are thinking about your reading lesson for the next day, do you worry that you will do poorly on the lesson?

    a. Yes
    b. No

16. When the teacher says that she is going to find out how much you have learned, do you get a funny feeling in your stomach?

    a. Yes
    b. No

17. If you did very poorly when the teacher called on you, would you probably feel like crying even though you would try not to cry?

    a. Yes
    b. No

18. Do you sometimes dream at night that the teacher is angry because you do not know your lessons?

    a. Yes
    b. No

In the following questions the word "test" is used. What I mean by "test" is any time the teacher asks you to do something to find out how much you know or how much you have learned. It could be by your writing on paper, or by your speaking aloud, or by your writing on the blackboard. A "test" is any time the teacher asks you to do something to find out how much you know.

19. Are you afraid of school tests?

    a. Yes
    b. No

20. Do you worry a lot before you take a test?

    a. Yes
    b. No

21. Do you worry a lot while you are taking a test?

    a. Yes
    b. No

22. After you have taken a test, do you worry about how well you did on the test?

    a. Yes
    b. No

23. Do you sometimes dream at night that you did poorly on a test you had in school?

    a. Yes
    b. No

24. When you are taking a test, does the hand you write with shake a little?

    a. Yes
    b. No

25. When the teacher says that she is going to give the class a test, do you become afraid that you will do poorly?

    a. Yes
    b. No

26. When you are taking a hard test, do you forget some things you knew very well before you started taking the test?

    a. Yes
    b. No

27. Do you wish a lot of times that you didn't worry so much about tests?

    a. Yes
    b. No

28. When the teacher says that she is going to give the class a test, do you get a nervous feeling?

    a. Yes
    b. No

29. While you are taking a test, do you usually think you are doing poorly?

    a. Yes
    b. No

30. While you are on your way to school, do you sometimes worry that the teacher will give the class a test?

    a. Yes
    b. No

Appendix B
30-Item Relaxed Form of TASC

NAME _____ DATE _____
First Last

Directions: Circle the letter which best describes your response for the following:

1. Do you feel relaxed when the teacher says that she is going to ask you questions to find out how much you know?

   a. Yes
   b. No

2. Do you feel sure that you will be promoted to the next grade?

   a. Yes
   b. No

3. When the teacher asks you to get up in front of the class and read aloud, do you feel sure that you are going to get all the words right?

   a. Yes
   b. No

4. When the teacher says that she is going to call upon some boys and girls in the class to do arithmetic problems, do you hope that she will call upon you?

   a. Yes
   b. No

5. Do you dream at night a lot of times that you are in school and can give the right answers to the teacher's questions?

   a. Yes
   b. No

6. When the teacher says that she is going to find out how much you have learned, do you feel relaxed and comfortable?

   a. Yes
   b. No

7. When the teacher is teaching you about arithmetic, do you feel that you understand her better than other children in the class?

   a. Yes
   b. No

8. When you are in bed at night, do you usually feel pleased about how good you are going to do in class the next day?

   a. Yes
   b. No

9. When the teacher asks you to write on the blackboard in front of the class, do you write without your hand shaking?

   a. Yes
   b. No

10. When the teacher is teaching you about reading, do you feel that you understand her better than other children in the class?

    a. Yes
    b. No

11. Do you think you worry less about school than other children?

    a. Yes
    b. No

12. When you are out of school and you are thinking about your arithmetic lesson for the next day, do you feel sure that you will get the answers right when the teacher calls upon you?

    a. Yes
    b. No

13. If you are sick and miss school, do you think that it will be easy to catch up with the other children when you return to school?

    a. Yes
    b. No

14. Do you dream at night a lot of times that you can do things that other other boys and girls in your class cannot do?

    a. Yes
    b. No

15. When you are out of school and you are thinking about your reading lesson for the next day, do you feel that you will do good work?

    a. Yes
    b. No

16. When the teacher says that she is going to find out how much you have learned, do you feel relaxed and comfortable?

    a. Yes
    b. No

17. If you did very poorly when the teacher called on you, would you probably feel that it really didn't matter very much?

    a. Yes
    b. No

18. Do you dream at night a lot of times that the teacher is pleased because you know your work?

    a. Yes
    b. No

In the following questions the word "test" is used. What I mean by "test" is any time the teacher asks you to do something to find out how much you know or how much you have learned. It could be by your writing on paper, or by your speaking aloud, or by your writing on the blackboard. A "test" is any time the teacher asks you to do something to find out how much you know.

19. Do you like tests in school?

    a. Yes
    b. No

20. Do you feel relaxed before you take a test?

    a. Yes
    b. No

21. Do you feel relaxed while you are taking a test?

    a. Yes
    b. No

22. After you have taken a test, do you soon forget about the test and think about other things?

    a. Yes
    b. No

23. Do you dream at night a lot of times that you did good work on a test you had in school that day?

    a. Yes
    b. No

24. When you are taking a test, do you write without your hand shaking?

    a. Yes
    b. No

25. When the teacher says that she is going to give the class a test, do you usually feel that you will do good work?

    a. Yes
    b. No

26. When you are taking a hard test, do you remember most things you knew very well before you started taking the test?

    a. Yes
    b. No

27. Do you wish a lot of times that you didn't worry so much about tests?

    a. Yes
    b. No

28. When the teacher says that she is going to give the class a test, do you feel relaxed and comfortable?

    a. Yes
    b. No

29. While you are taking a test, do you usually think you usually think you are doing good work?

    a. Yes
    b. No

30. While you are on your way to school, do you wish a lot of times that the teacher will give a test so you can show her how much you know?

    a. Yes
    b. No

Appendix C
Suggested 14-Item Relaxed Form of TASC

NAME _____ DATE _____

Directions: Circle the letter which best describes your response for the following:

1. When the teacher says that she is going to give the class a test, do you feel relaxed and comfortable?

   a. Yes
   b. No

2. Do you feel relaxed before you take a test?

   a. Yes
   b. No

3. Do you feel relaxed while you are taking a test?

   a. Yes
   b. No

4. Do you feel relaxed when the teacher says that she is going to ask you questions to find out how much you know?

   a. Yes
   b. No

5. When the teacher says that she is going to give the class a test, do you usually feel that you will do good work?

   a. Yes
   b. No

6. While you are taking a test, do you usually think you are doing good work?

   a. Yes
   b. No

7. Do you like tests in school?

   a. Yes
   b. No

8. When the teacher says that she is going to find out how much you have learned, do you feel relaxed and comfortable?

   a. Yes
   b. No

9. When the teacher is teaching you about arithmetic, do you feel that you understand her better than other children in the class?

   a. Yes
   b. No

10. When you are in bed at night, do you usually feel pleased about how good you are going to do in class the next day?

    a. Yes
    b. No

11. When the teacher is teaching you about reading, do you feel that you understand her better than other children in the class?

    a. Yes
    b. No

12. When you are out of school and you are thinking about your arithmetic lesson for the next day, do you feel sure that you will get the answers right when the teacher calls upon you?

    a. Yes
    b. No

13. When you are out of school and you are thinking about your reading lesson for the next day, do you feel that you will do good work?

    a. Yes
    b. No

14. Are you relaxed a lot when you think about tests?

    a. Yes
    b. No